

# ARIZONA SCHOOL REPORT CARD 2002-03

## Achievement Profile<sup>1</sup> :

### Dr. Howard K. Conley Elementary School

Chandler Unified District  
500 S. Arrowhead Drive, Chandler, AZ 85224

<input type="checkbox"/>	Excelling
<input type="checkbox"/>	Improving
<input checked="" type="checkbox"/>	Maintaining Performance
<input type="checkbox"/>	Underperforming
<input type="checkbox"/>	Extremely Small School

Principal: Mrs. Susie Jayne  
Schedule: 7:30 AM to 4:00 PM  
Web Address: [ww2.chandler.k12.az.us/conley-elementary](http://ww2.chandler.k12.az.us/conley-elementary)  
E-mail: [jaynes@chandler.k12.az.us](mailto:jaynes@chandler.k12.az.us)

Grades: K-6  
2002 Enrollment: 881  
Phone: (480) 812-6200  
Fax: (480) 812-6220

## ∨ School Overview ∨

### Mission

The Conley mission is to provide students with the knowledge, skills and attitude necessary to be lifelong learners and responsible citizens. It is our belief that all children are capable of success, no exceptions. 'Setting the Example' is the theme for the 2002-2003 school year.

### Organization and Philosophy

- w Child-Centered Environment
- w Thematic Unit Approach
- w Micro-Society Learning Environments
- w Sixth Grade Middle Level Philosophy

### Instructional Programs

- w Literacy Lab
- w Sound Partners Tutoring Program
- w Academic Workplace Standards
- w Special Education
- w Real-life Skills Application
- w Modified Year-Round Calendar
- w All-Day Kindergarten
- w Technology Applications

### School/Academic Goals

- w Students will demonstrate increased mastery of mathematics procedures as measured by district CAP assessments, Stanford 9 spring testing, and AIMS third and fifth grade benchmark norms.
- w Students will show greater than one year's growth in language arts, reading, writing and grammar as measured by CAP assessments, Stanford 9 testing, and AIMS third and fifth grade benchmark norms.
- w An increase in the percentage of students mastering the Arizona Academic Standards in all academic areas as measured by the Stanford 9 and AIMS.
- w Students will demonstrate improvement in writing skills and the writing process as measured by portfolio collections and writing measured on the AIMS at the third and fifth grade levels.

### Enrollment

October 1, 2001 School Year Student Enrollment:	981
Accepting New Students in 2002-03 Under Open Enrollment Law <sup>2</sup> :	Yes
Number of Students Attending Under Open Enrollment in 2001-02:	119

<sup>1</sup> For an explanation of the Achievement Profiles, please visit <http://www.ade.az.gov/azlearns>.

<sup>2</sup> Under ARS§15-816, school district governing boards must implement open enrollment programs and establish policies covering admission criteria, application procedures and transportation provisions. For more information, contact the school district office.

## ▽ School Site Council ▽

### Council Composition

1 School Administrator(s)  
 2 Non-certified Employee(s)  
 5 Teacher(s)  
 8 Parent(s)  
 2 Community Member(s)  
 2 Student(s)

### Council Duties

w School Health/Safety Issues  
 w Budget  
 w Review of School Data  
 w Establish Goals for Site Improvement  
 w Curriculum Review/Textbook Adoption  
 w Extracurricular Activities

## ▽ Staffing Information ▽

School administration and instruction for school year 2002-03 are provided by:

Position	Number	Position	Number
Administrator	1.00	Teacher	45.00
Other Professional Staff	2.00	Teacher Aide	4.00

### Educational Attainment by Years of Teaching Experience of Current Teaching Staff

Experience	Degree			
	Bachelor's	Master's	Doctorate	Other
3 or fewer years	8	0	0	0
4 to 6 years	5	2	0	0
7 to 9 years	2	10	0	0
10 or more years	1	17	0	0

## ▽ Shared Responsibilities ▽

### School

Conley maintains high academic standards and a safe and orderly environment that builds on the strengths of all children. Positive actions and responsible choices are the expectation of all Conley students. The character traits of friendliness, respect, perseverance, service, kindness, honesty, responsibility, cooperation, courage and integrity are emphasized.

### Parents

Parents and students are to be involved in learning and value learning as our number one priority. Parents are requested to volunteer in and around the Conley campus. Parents are to provide their children with appropriate time and space for continued at-home learning and reading opportunities. Parents are to assist their child in fostering positive attitudes toward education and stress the importance of everyday attendance.

## ▽ Transportation Policy ▽

Conley boundaries encompass three square miles. The first is bounded by Pecos, Alma School, Frye and Dobson Roads. The second is bounded by Frye, Alma School, Chandler and Dobson Roads. The third is bounded by Chandler, Dobson, Ray and Price Roads. Conley also encompasses one-half square mile east of Arizona Avenue and south of Pecos Road. Transportation is provided for students who reside in an area of one or more miles from our site.

## ▽ Calendar Information ▽

<b>Number of Instruction Days:</b>	177	<b>First Day of School:</b>	7/31/02
<b>Average Daily Instruction Time:</b>	6 hrs. 0 min.	<b>Last Day of School:</b>	6/4/03

**Operates on Year-round Schedule**

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### Report Card Release Dates

10/23/02	1/7/03	3/26/03	6/4/03
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## Additional Calendar/Report Card Information

In addition to report cards, we issue progress reports, Stanford 9 student reports, AIMS student reports, a School Report Card, and weekly classroom newsletters/reports. We have both student and teacher-led conferences. We make phone calls and home visits as needed.

## ▽ Resources Available at School Site ▽

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### Nutrition Programs

Federal food programs available to eligible<sup>3</sup> students:

Breakfast - Yes      Lunch - Yes      Summer Food - No

<sup>3</sup> Schools participating in the federal nutrition programs provide meals to all children. Students may be eligible for free or reduced-price meals. Eligibility is based on the federal poverty guidelines.

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### Special Facilities

W Bank of America and Basha's Stores	W Conley Postal Service Writing Project
W SRP Environmental Center/Weather Station	W Indoor Gym

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### Extracurricular Activities

W Micro-Society Clubs	W Student Council
W Sports/Cheer/Running Club	W Chess Club/Math Club
W Chorus/Drama/Readers Theatre	W Art/Craft/Scrapbook Club
W Web Master/Technology Club	

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### School/Community Resources

W YMCA	W Junior Achievement (K-6)
W Family Teacher Organization	W Bank of America
W Basha's Corporation	W Salt River Project (SRP)
W MAPPS (Parent Math Program)	W Parent Liaison

## ▽ Indicators of Success ▽

Information provided on this page is based on historical data, primarily from the previous school year, 2001-02.

### 2001-02 School Achievements/Accomplishments

- |   |  |
|---|--|
| <p>W The outdoor environmental habitat was created for hands-on learning opportunities in science. The SRP partnership continues to support pond, river, waterfall &amp; cave habitat for exploration &amp; student discovery. It now includes a xeroscape program.</p> | <p>W Academic workplace standards are enhanced through true-to-life opportunities that include an on-site Bank of America branch, Basha's student store, SRP Power and Water Operations, and Conley Postal Center.</p>   |
| <p>W Extended learning opportunities have increased for all K-6 students through our inclusion program. Teachers differentiate instruction to meet the needs of all learners.</p>   | <p>W Parents Assisting Conley Kids (PACK) tutoring program has increased student achievement through one-to-one assisted learning opportunities utilizing the Sound Partners program. Targeted 1st-3rd grade students benefit from this phonics-based program.</p> |

### Student Information: 2001-02 Student Activity Rates

	School	Arizona		
		K-6	7-8	9-12
<b>Attendance Rate</b>	96.0 %	95.0 %	94.0 %	94.0 %
<b>Transfers Out</b> <sup>4</sup>	17.1 %	19.6 %	19.5 %	20.5 %
<b>Transfers In</b> <sup>5</sup> : Within District	2.3 %	2.7 %	2.2 %	2.0 %
<b>Transfers In</b> <sup>5</sup> : Out-of-District	3.9 %	9.7 %	9.6 %	9.5 %
<b>Promotion Rate</b> <sup>6</sup>	98.4 %	98.4 %	97.8 %	94.8 %
<b>Retention Rate</b> <sup>7</sup>	1.6 %	1.5 %	2.1 %	5.2 %
<b>Dropout Rate</b> <sup>8</sup>	NA			9.5 %
<b>Status Unknown</b> <sup>9</sup>	NA			6.0 %

**Students reported as "dropouts" who may have returned to school for the following academic year are not accounted for in this report.**

<sup>4</sup> Transfers Out: Percentage of accountable students withdrawing to continue studies in another school or to be taught at home for the 2001-02 school year.

<sup>5</sup> Transfers In: Within District: Percentage of accountable students entering school who were previously enrolled in another Arizona public school within the school district during the 2001-02 school year. Out-of-District: Percentage of accountable students entering school who were previously enrolled in another school district during the 2001-02 school year.

<sup>6</sup> Promotion Rate: Percentage of students promoted to the next grade or who met graduation requirements and received a traditional diploma at the end of the 2001-02 school year. Percentage includes students who left school at age 22 or who had completed school and received a non-traditional diploma.

<sup>7</sup> Retention Rate: Percentage of students retained at the end of the 2001-02 school year.

<sup>8</sup> Dropout Rate: Percentage of students counted as withdrawn due to chronic illness, expulsion or dropping out during the 2000-01 school year, to include activity during the summer of 2001. This rate includes students who were withdrawn after 10 consecutive days of unexcused absences or were coded by the school as "status unknown." The Promotion Rate, Retention Rate, Dropout Rate and Status Unknown Rate may not add to 100% due to the inclusion of summer activity in the Dropout Rate and the Status Unknown Rate but not in the Promotion Rate and Retention Rate. Data for 2001-02 is not yet available.

<sup>9</sup> Status Unknown: Percentage of students unaccounted for by any method during the 2001-02 school year. Status unknown students are not necessarily dropouts.

## ▽ School Honors ▽

### Awards or special recognition honors received by the school, staff or students:

Award/Honor	Year
Silver Apple Award - Educator of the Year	1998
Administrator & Teacher of the Year	1999
Arizona Teacher of the Year Finalist	1999
FMI Outstanding Program - Micro-Society	2000

## ▽ Academic Achievement Indicators ▽

Arizona's Instrument to Measure Standards (AIMS) is designed to measure student achievement of the Arizona Academic Standards. Effective with the high school Class of 2006 (eighth graders in 2001-02), students must "Meet the Standard" or "Exceed the Standard" on all portions of AIMS or pass an AIMS Equivalent Demonstration (subject to approval by the state Board of Education) in order to be eligible for a high school diploma. High school students who did not attain "Meets the Standard" or "Exceeds the Standard" in reading, writing and mathematics will have additional opportunities to retake the test in their junior and senior years. Students in grades 3, 5, and 8 also take AIMS.

### AIMS Results <sup>1</sup>, 2001-02

Grade 3		Number Tested	MS	FFB	A	M	E
Reading	School	103	523	7%	15%	46%	33%
	State	58840	524	9%	17%	45%	29%
Writing	School	99	543	8%	9%	69%	14%
	State	57282	541	10%	12%	63%	16%
Mathematics	School	105	494	14%	45%	33%	8%
	State	59030	517	11%	27%	35%	27%

#### Legend

- MS - The Mean Scale Score (average) on a 200-800 scale. A student must have achieved a scale score of 500 to meet the standard. Scale scores are not comparable among content areas.
- FFB - Percent of students who Fell Far Below the standard
- A - Percent of students who Approached the standard
- M - Percent of students who Met the standard
- E - Percent of students who Exceeded the standard

#### Grade 5

Reading	School	122	506	17%	20%	45%	18%
	State	61305	505	21%	20%	43%	15%
Writing	School	119	525	13%	21%	45%	22%
	State	59599	512	17%	26%	42%	16%
Mathematics	School	123	505	11%	39%	5%	45%
	State	61760	494	14%	40%	12%	34%

<sup>1</sup>Results reflect student performance on the English form of AIMS.

<sup>2</sup>Class of 2003 is the cohort of students who began 9th grade during the 1999-2000 school year.

\*\*Items of data containing information about fewer than ten students have been replaced with (\*\*) to protect student privacy.

--Some columns contain dashes (--) to indicate "not applicable" or "no data available."

## ▽ Mathematics Education and AIMS ▽

On April 24, 2000, the state Board of Education amended the high school graduation requirements to include the following: "Effective with the graduating class of 2004, the two required math credits shall be taken consecutively beginning with the ninth grade and course content shall reflect Academic Standards preparation for proficiency at the high school level." Parents should verify with the school that their ninth grade students are enrolled in one or more mathematics courses that provide instruction in the state Board-adopted mathematics standards that lead to proficiency in high school. Students who begin the ninth grade during the 2001-02 school year should be enrolled in a mathematics sequence that is aligned to the state's mathematics standards and includes instruction in the concepts and performance objectives that will be assessed by AIMS. The Board's amendment to the high school graduation requirements should not be interpreted to mean that all ninth grade students must be enrolled in any *particular* course. **The Board's intent is to assure that all ninth grade students are enrolled in courses that prepare students for success on AIMS.**

## ▼ Academic Achievement Indicators ▼

Since 1997, students have been tested in reading, language and mathematics using the *Stanford Achievement Test, Ninth Edition*, a standardized, nationally norm-referenced test. Since 1999, all students in grades 2 through 9 have been tested using the Stanford 9, though other grades have been tested in the past (grades 10-12 in 1997 and 1998, grades 10-11 in 1999 and 2000, and grade 1 reading in 2001).

The percentage (%) of eligible students tested and the school's percentile ranks are presented below. State average percentile ranks (AZ) are provided for comparison. Note that the average percentile ranks for the nation are 50 for all content areas in all grades.

Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten students have been replaced with (\*\*) to protect student privacy. Some columns contain dashes (--) to indicate "not applicable" or "no data available."

**Stanford 9 Percentile Rank Scores**

Grade	Content Area	1997-1998			1998-1999			1999-2000			2000-2001			2001-2002		
		%	Score	AZ	%	Score	AZ	%	Score	AZ	%	Score	AZ	%	Score	AZ
1	Reading	--	--	--	--	--	--	--	--	--	81	75	60	--	--	--
2	Reading	--	--	--	100	56	50	95	54	52	80	63	53	68	71	57
	Language	--	--	--	100	54	40	97	48	43	83	55	44	85	71	48
	Mathematics	--	--	--	100	62	51	97	54	55	84	60	57	88	74	61
3	Reading	94	49	47	100	54	47	100	54	48	78	55	50	88	50	50
	Language	95	54	49	100	58	51	100	58	54	79	56	56	90	48	57
	Mathematics	95	56	46	100	61	49	100	58	52	84	49	54	91	36	56
4	Reading	99	59	53	100	60	54	100	62	54	91	65	55	90	58	55
	Language	100	58	47	100	55	49	100	60	48	95	56	50	91	53	50
	Mathematics	100	61	51	100	62	54	100	66	55	97	61	57	94	54	58
5	Reading	100	64	51	100	62	51	100	59	51	92	64	51	98	62	53
	Language	100	58	42	100	54	44	100	50	45	92	55	45	98	52	47
	Mathematics	100	65	51	100	63	54	100	66	55	96	66	57	98	60	59
6	Reading	99	62	53	100	69	54	100	59	53	93	67	54	91	72	56
	Language	100	53	41	100	57	44	100	55	44	96	61	45	92	63	47
	Mathematics	100	73	57	100	79	59	100	67	60	96	78	63	94	81	65

## ▽ Measure of Academic Progress ▽

Arizona's Measure of Academic Progress (MAP) is an indicator of student academic growth from one year to the next. The results are based on the *Stanford Achievement Test, Ninth Edition* (Stanford 9), given in 2001 and 2002. MAP includes only those students who were tested both years in consecutive grade levels at the same school or who started the school year in the same school in which they were tested in 2002. A student achieves One Year's Growth (OYG) if he or she remains in the same Stanine<sup>9</sup> or advances a Stanine from one year to the next. The percentage of students achieving OYG at the school is reported below.

<sup>9</sup> Stanines are normalized standard scores that range from a low of 1 to a high of 9, with 5 designating average performance. National Stanines, like National Percentile Ranks, indicate a student's relative standing in the national norm group (Source: Harcourt Educational Measurement).

**The MAP is an elementary school (Grades 2-8) indicator only.**

	<b>Reading</b>	<b>Math</b>
	<b>Percentage of Students Achieving One Year's Growth</b>	<b>Percentage of Students Achieving One Year's Growth</b>
<b>Grades 2-3</b>	<b>51</b>	<b>36</b>
<b>Grades 3-4</b>	<b>79</b>	<b>81</b>
<b>Grades 4-5</b>	<b>80</b>	<b>82</b>
<b>Grades 5-6</b>	<b>87</b>	<b>94</b>
<b>Grades 6-7</b>	<b>***</b>	<b>***</b>

\*Less than 10 students matched

\*\*No information available

\*\*\*Not applicable

## ▽ School Safety ▽

The purpose of this section is to provide parents information about what the school is doing to promote a safe and healthy learning environment.

### School-level Efforts to Ensure a Safe and Healthy Learning Environment

Conley is a Tribes Learning Community. Teachers utilize the TLC process to build a sense of learning community within each classroom. Additionally, we utilize the Second Step Program in all K-6 classrooms. It focuses on empathy and character building, leading to positive, productive decision making. Our staff and parents are very involved in educating our children. A nurturing and caring environment is created for our children.

Total number of incidents that occurred on the school grounds that required the intervention of local, state or federal law enforcement (A.R.S. § 15-746.6).

0

**School uniforms are not required at this school.**

The Arizona Attorney General's Office has a hotline that allows students to report suspicious activities at schools and to get help with potentially violent situations, such as bullying, harassment, hate crimes, discrimination and gangs. The toll-free number, **1-877-900-1086**, is anonymous and available 24 hours a day.

## ▽ Per Pupil and School Expenditures for the 2000-2001 School Year ▽

<b>Expenditure Category</b>	<b>*Per Pupil Expenditures by Category</b>	<b>School Expenditures by Category</b>
Classroom Instruction	\$2,327	\$2,390,904
Classroom Supplies	\$54	\$55,111
Administration	\$388	\$398,352
Support Services-Students	\$151	\$155,136
Other Support Services and Operations	\$506	\$519,521
Total Expenditures- All Categories 2000-2001	\$3,424	\$3,519,024

Total Expenditures may not be exact because of rounding.  
Information is self-reported by the district and is unaudited.

\* Based upon 2000-2001 Average Daily Membership (ADM).  
(School Expenditures divided by ADM)

\*\*Due to technical difficulties, data for multiple charter school sites is not available.

These are maintenance and operation expenditures and do not include capital expenditures such as facilities construction and buses. Classroom Instruction includes activities dealing directly with the interaction between teachers and students. It also includes activities of aides or classroom assistants that are involved in the instructional process. Classroom Supplies includes costs for items that are consumed, worn out or have deteriorated through use; or items that lose their identity through fabrication or incorporation into different or more complex units or substance. Administration includes governing board services, executive administration services, lobbying, office of the principal services and other support services for school administration. Support Services-Students includes attendance and social work, guidance, health, psychological, speech pathology, audiology services and other support services for students. Other Support Services and Operations includes support services for instructional staff, business support services, operation and maintenance of plant services, student transportation services, central support services, other support services, food service operation and bookstore operations.

## ▽ Contacts ▽

	<b>Name</b>	<b>Phone</b>	<b>Extension</b>
<b>School Site Council</b>	Susie Jayne	(480) 812-6200	
<b>Transportation Policy</b>	Cathy Brown	(480) 812-7240	
<b>Community Resources</b>	Susie Jayne	(480) 812-6200	
<b>School Nutrition Programs</b>	Cathy Brown	(480) 812-7240	
<b>Parent Organization</b>	Michelle Bennington	(480) 812-6200	
<b>Student Health/Nurse</b>	Lenne Thal	(480) 812-6202	

The Arizona School Report Card was prepared by the Arizona Department of Education using a standardized format to combine information provided by the local school with data compiled from state records. Each school has special strengths and needs, and all schools benefit from the active involvement of parents in their children's education. If you have questions about the report card or need more information, contact the school office. Arizona School Report Cards can be found for all schools at [www.ade.az.gov/srcs/](http://www.ade.az.gov/srcs/) on the Internet.

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